

VISIT...

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Tutor Teaching Tips

Repeated Reading • Y-3

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *Ships of Discovery* to provide a model of fluent reading. Read with expression at a normal pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 150 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following questions:

What were the first boats? (dugout canoes)

What did the Egyptians invent that helped them travel? (a sail)

What did Greek ships have that improved their speed? (rows of oars, more sails)

If time permits, repeat the steps above using part 2 of the passage, *Ships of Discovery*.

Optional Activity



5–10 minutes

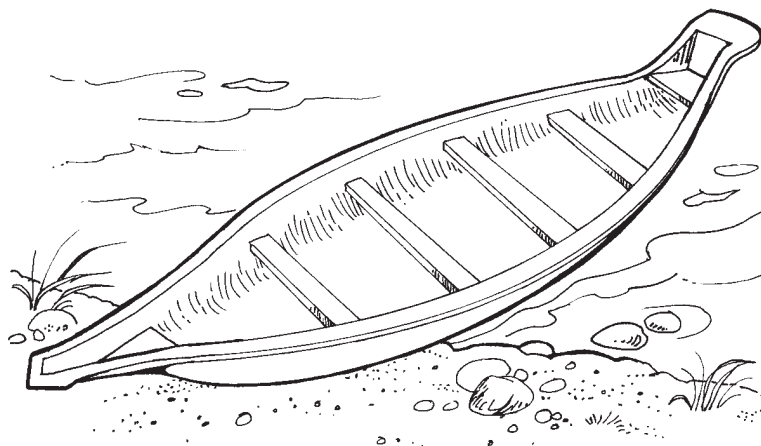
PLAYING A WORD GAME: Shuffle the cards and stack them word-side up. Have the child draw a card, read the word, and then give two meanings for that word. For example, if the child draws *ship*, he/she should say “a large boat” and “to send goods.” Some words, such as *wind*, may have two different pronunciations. Have the child check his/her answer on the back. If the child is correct, he/she can move the number of spaces on the game board indicated on the card. If incorrect, the child cannot move. Have the child place the card at the bottom of the stack. It is now your turn. Repeat the game as time permits.

Part 1

The oldest true boats were dugout canoes, made by hollowing out the	12
trunk of a single tree. Most early civilizations made dugout canoes. But	24
dugouts could only be as big as the largest tree trunk around. While they	38
were stable and easy to paddle, they could not carry many people or	51
things. They were mostly good for local travel on the river, lake, or bay	65
close to the traveler's village.	70

Six thousand years ago, the Egyptians built the first boat that was really	83
capable of sailing the seas. The Egyptians developed the sail. Before	94
the sail, the only way to move a boat was by paddling or rowing, and	109
paddlers and rowers eventually get tired. The wind, on the other hand,	121
never tires. Egyptian boats still had oars so that they could move even	134
when the wind died down.	139

Greece, a nation on the Mediterranean, has many rocky, dangerous	149
islands flung out on the sea. The Greeks developed sturdy ships with sails	162
and rows of oars 3,000 years ago. A second mast and sail greatly	175
increased the speed of Greek boats, and four sails improved it even more.	188



Dugout canoe

Part 2

People in the Pacific Islands called Polynesians developed a new style of boat by connecting two canoes by a wide, flat platform. The two canoes gave the boat great stability, and the platform was a comfortable, open space well above the water where people could eat, sleep, and store goods. The ship's two sails were often made of woven reeds.

With these simple boats, the Polynesians crossed unimaginable distances. The islands they found, including remote Hawaii and Easter Island, were thousands of kilometers from any other land.

The Chinese had been sailing the seas for centuries, and even during the "Age of Exploration," their ships were far more advanced than the Europeans'. A Chinese ship, called a junk, could have easily held all three of Columbus's ships on its deck.

The most famous Chinese explorer, Cheng Ho, sailed to Southeast Asia, India, the Persian Gulf, and Africa in 1405 with a fleet of 62 massive junks. They had as many as 10 sails and were up to 400 feet long. They rounded the Cape of Good Hope at the southern tip of Africa more than 70 years before any Europeans.



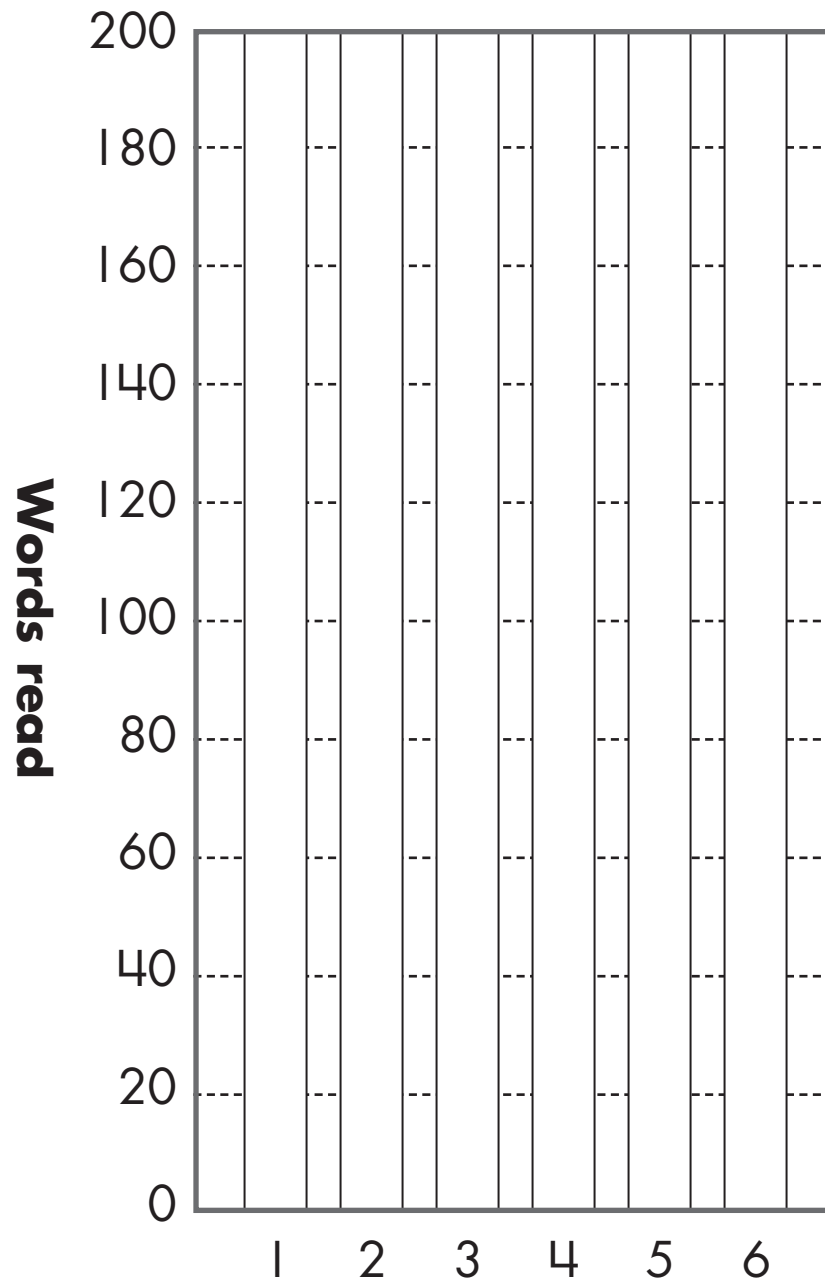
Chinese ship

Fluency

Repeated Reading Bar Graph

Lesson Y-3

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Leveled Reader



Game Cards (FRONT)

Lesson Y-3

tires

wind

ship

store

bow

sail

row

round

junk

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Leveled Reader



Game Cards (BACK)

Lesson Y-3

a large boat

to send goods

2

moving air

to wrap around

3

the rubber part
of a wheel

become exhausted

3

a piece of cloth
on a ship

to travel on a ship

2

the front of a boat

a pretty knot

2

a place to buy goods

to keep goods

2

garbage

a Chinese ship

4

circular

to go around

4

a line

use oars to push
a boat

3

Leveled Reader

Game Board

Lesson Y-3

